


## First Grade Language Arts Curriculum Bundle # 1

Title	Suggested Dates
 Beginning Reading and Print Awareness, Making Connections through Literature and Writing	Aug. 25-Sept. 11 13 Instructional Days

Big Idea/Enduring Understanding	Guiding Questions
We connect to our world as readers and writers.	How do learners connect prior knowledge and personal experience to classroom learning? How are oral and written language developed and expanded? How do learners use letters and sounds to read and write?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<b>High Frequency Words (Fry Words) for Reading and Spelling:</b>		
<b>1.3 Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English and/or Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:  1.3H (ELA) identify and read at least 100 high-frequency words from a commonly used list	On-going throughout the year. These are NOT to be taught all at one time, but spaced out throughout the year as appropriate. Words are listed in order of frequency in the English language.	<a href="#">See High Frequency Word Lists</a>
<b>1.22 Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:  1.22C (ELA) spell high-frequency words from a commonly used list;	On-going throughout the year. These are NOT to be taught all at one time, but spaced out throughout the year as appropriate. Words are listed in order of frequency in the English language.	<a href="#">See High Frequency Word Lists</a>

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Reading:			
<p><b>1.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English and/or Spanish is written and printed. Students are expected to:</b></p> <p>1.1A recognize that spoken words are represented in written English (<i>Spanish</i>) by specific sequences of letters</p>	<ul style="list-style-type: none"> <li>• Shared and Interactive Writing</li> <li>• Shared Reading with big books and poetry</li> <li>• Word Wall</li> <li>• Classroom labels and signs</li> </ul>	<p><a href="http://FCRR.org">FCRR.org</a> <a href="#">Sentence Segmentation</a></p>	
<p><b>1.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English and/or Spanish is written and printed. Students are expected to:</b></p> <p>1.1B identify upper- and lower-case letters <i>Note to Teacher: Use Aprenda Aprenda</i></p>		<p>Instructional Resources:</p> <p><a href="http://FCRR.org">FCRR.org</a> <a href="#">Phonics</a> <a href="#">Activities</a>, <a href="#">Letter Recognition</a></p> <p><a href="http://Fcrr.org">Fcrr.org</a> <a href="#">Letter Fluency</a></p>	<p>Learning Centers/Stations Resources:</p>
<p><b>1.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English and/or Spanish is written and printed. Students are expected to:</b></p> <p>1.1E read texts by moving from top to bottom of the page and tracking words from left to right with return sweep</p>		<p>Instructional Resources:</p> <p>Big books</p>	<p>Learning Centers/Stations Resources:</p>
<p><b>1.8 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. TAKS-3.9F (see 1.7A)</b></p> <p>1.8 Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.</p>		<p>Big books Nursery rhymes Familiar songs and poems</p> <p><a href="#">Reading A-Z Poetry</a></p>	

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Reading- Phonics			
<p><b>1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English and/or Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b></p> <p>1.3A(i) , 1.3A(ii), 1.3A(iii), 1.3A(iv), 1.3A(v), 1.3A(vi) decode words in context and in isolation by applying common letter-sound correspondences, including:            1.3B combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words            1.3C(i), 1.3C(ii), 1.3C(iii), 1.3C(iv), 1.3C(v), 1.3C(vi) use common syllabication patterns to decode words:</p>	<p><i>This is a set of on-going SE’s that will be taught throughout the year using the sequenced TEKS. The document is stored in each campus share folder.</i></p>	<p>Instructional Resources:</p> <p>See Phonics Sequence in campus share folder labeled  <b>Phonics_Spelling_Sequence_campus</b></p> <p><a href="#">Reading A-Z</a></p>	<p>Learning Centers/Stations Resources:</p>
<p><b><i>1.3 Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</i></b></p> <p><i>1.3A, 1.3B, 1.3C, 1.3D, 1.3E(i), 1.3E(ii), 1.3E(iii), 1.3E(iv), 1.3F, 1.3G, 1.3H, 1.3I, 1.3J, 1.3K</i></p>	<p><i>This is a set of on-going SE’s that will be taught throughout the year using the sequenced TEKS. The document is stored in each campus share folder.</i></p>	<p>Instructional Resources:</p> <p>See Phonics Sequence in campus share folder labeled  <b>Phonics_Spelling_Sequence_campus</b></p> <p><a href="#">Reading A-Z</a></p>	<p>Learning Centers/Stations Resources:</p>
Writing:			
<p><b>1.17 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p> <p>1.17A plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</p>	<ul style="list-style-type: none"> <li>• <b>Graphic Organizers</b></li> <li>• <b>Pictures with Labels</b></li> <li>• <b>Making Literature Connections e.g. text to self</b></li> </ul>	<p>Instructional Resources:</p> <p>Lucy Calkins “The Nuts and Bolts of Teaching Writing” and “Launching the Writing Workshop”</p> <p><a href="#">Readwritethink.org-Family Ties: Making Connections to Improve</a></p>	<p>Learning Centers/Stations Resources:</p>

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		<a href="#">Reading Comprehension</a>  <a href="#">Readwritethink.org-Using personal connections to build an understanding of emotions</a>  <a href="#">Readwritethink.org-A Journal for Corduroy: Response to Literature</a>	
<b>Oral and Written Conventions:</b>			
<b>1.20 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>  1.20B speak in complete sentences with correct subject-verb agreement <i>SLA: Span-la pelota, el mapa, el agua, la mano, el águila</i>		Instructional Resources:	Learning Centers/Stations Resources:
<b>1.21 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>  1.20C ask questions with appropriate subject-verb inversion.			
<b>1.21 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>  1.21A form upper- and lower-case letters legibly in text, using the basic conventions of print (left-	<ul style="list-style-type: none"> <li>• Correct pencil grip</li> <li>• Suitable posture while writing</li> </ul>		

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to-right and top-to-bottom progression), including spacing between words and sentences			
<b>1.21 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>  1.21B(i) recognize and use basic capitalization for the beginning of sentences;			
<b>Oral and Written Conventions-Spelling</b>			
<b>1.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>  (ELA) 1.22A use phonological knowledge to match sounds to letters 1.22B(i), 1.22B(ii), 1.22B(iii) use letter-sound patterns to spell	<b>This is a set of on-going SE's that will be taught throughout the year. Teachers will need to instruct their students following the order of the Spelling Sequence listed in the resources and moving at an appropriate pace.</b>	Instructional Resources:  See Spelling Sequence in campus share folder labeled <b>Phonics_Spelling_Sequence_campus</b>	Learning Centers/Stations Resources:
<b><i>1.22 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i></b>  <b><i>1.22A, 1.2B, 1.22C, 1.22D(i), 1.22D(ii), 1.22D(iii), 1.22D(iv), 1.22D(v), 1.22D(vi), 1.22E, 1.22F, 1.22G, 1.22H, 1.22I</i></b>	<b>This is a set of on-going SE's that will be taught throughout the year. Teachers will need to instruct their students following the order of the Spelling Sequence listed in the resources and moving at an appropriate pace.</b>	Instructional Resources:  See Spelling Sequence in campus share folder labeled <b>Phonics_Spelling_Sequence_campus</b>	
<b>Research:</b>			
<b>1.24 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:</b>  1.24C record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).		Super3 Research Process (See campus librarian)  <a href="#">Super3 Research Materials</a>  <a href="#">Super3 Research Process</a>  <a href="#">What do I need?</a>	

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Listening and Speaking:		
<p><b>1.27 Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</b></p> <p>1.27A listen attentively to speakers and ask relevant questions to clarify information</p>	<p>Students should listen to advanced texts read aloud (1-2 years above 1st grade reading level) to develop vocabulary skills</p>	
<p><b>1.28 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity.</b></p> <p>1.28 Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</p>		
<p><b>1.29 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity.</b></p> <p>1.29 Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.</p> <p>Health TEKS Correlation 1.9 Personal / Interpersonal Skill. The student knows healthy ways to communicate consideration and respect for self, family, friends, and others (A) demonstrate respectful communication</p>		

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### Figure 19- Texas Essential Knowledge and Skills for English Language Arts and Reading Subchapter A. Elementary First Grade

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- (A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;
- (B) ask literal questions of text;
- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);
- (D) make inferences about text and use textual evidence to support understanding;
- (E) retell or act out important events in stories in logical order; and
- (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.